

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the research. It covers the definition of speaking, teaching speaking, principles of teachingspeaking, media, type of media, teaching speaking through cartoon movie, cartoon, and type of cartoon.

2.1 Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. By mastering English, students can communicate efficiently and then can apply it to real communication. Communication is needed to exchange information, thoughts, opinions, view or feeling. Hughes (2006) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. According to Bailey (2003), speaking is a process of interaction where speakers intent to build meaning though producing, receiving and processing information.

According to Harmer (2003), speaking is the ability to speak fluently, presupposes not only knowledge of language features but also the ability to process information and language 'on the spot'. Nunan (1999) states that speaking consists of producing systematic verbal utterances to convey meaning. It means that speaking can assist the meaning for audient to

communicate. Rickheit and Strohner(2008) state that speaking is the utterances in order for their intention to be acknowledged and the recipient to process the speaker's comments in order to recognize the intention

From those theories, the researcher concludes that speaking is media to convey idea, information, opinion, thought and feeling. Speaking is an important skill to communicate with other. It takes at least two people in communication, one as a sender and another as a receiver.

2.2 Teaching Speaking

The goal of teaching speaking is communicative efficiency. Speaking should be taught in attractive and communicative ways. Based on Harmer (2003), there are six classroom activities for teaching speaking. The most widely used are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

1. Acting from a script

Acting from scripts is an activity where students demonstrate the dialogue they have set up in the first place, or can also demonstrate the dialogue provided by teachers or books. Two or more students act the activity by forming groups first. This activity serves to run the ability to speak in public and practice how to communicate in the real world. From the activity, teacher can measure the students' speaking ability.

2. Communication games

Communication game is a game that its core activity is communication. The purpose of this game is to solve some of the challenges in communicating. There are some examples of this game such as solving a puzzle, searching for the meaning of an image, or finding similarities or dissimilarities of an image. This game is done in groups. Each participant should mention a few words related to the keyword. Another group member guessed the name of the image by concluding some of the keywords mentioned. The purpose of the game is to convey the purpose of a particular topic of the speaker to the listener.

3. Discussion

Discussion is a group activity that aims to reach a specific agreement by collecting information or opinions from group members to reach conclusions. One of the causes of the failure of discussion activity is students' lack of confidence to express opinions. Buzz group is the solution for this kind of problem. By using group Buzz, students can carry out quick discussion in small group before expressing their opinion in front of class. Discussion is done when students complete the task. The purpose of this activity is to guide students to find a solution and conclusion by themselves.

4. Prepared talks

Prepare talk is an activity of speech which material has been prepared such as presentation, public speaking, etc. It is delivered in formal language and the presenter should not read the script. The purpose of this activity is developing formal public speaking skills.

5. Questionnaires

Students create questions with specific topics in the learning process. After making a question on paper, students ask each other's questions or ask the teacher orally. The teacher acts as a source, so if students find it difficult, the teacher will help the student. The results of questions that have been made by the student can be used for basic discussion materials or prepare talk and delivered in front of the class.

6. Simulation and role-play

According to Brown (2001), "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. Brown suggested that role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective. According to Harmer (2003), simulation and role-play are used to encourage general oral fluency, or to train students for specific situations especially where the students are studying ESP. Jones in Harmer (2003) states that simulation has characteristics as follows: reality of function, a simulated environment, and structure.

1. Reality of function: the students must not think of themselves as students, but as real participants in the situation.
2. A simulated environment: for instance, the teacher says that the classroom is an airport check-in area.
3. Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Role-plays are effective when they are open ended, so that different people have different views of what the outcome should be, and a consensus has to be reached.

Brown (2001) states that language is sometimes easy to perform, but in some case it is difficult. Students have to fulfill some characteristics in order to carry out the successful speaking activity such as giving much time or opportunity to students to speak as often as possible or allocate as much time as possible to student talking activity that can help create the best environment for learners to improve their speaking skill.

According to Ur (1996), there are some characteristics of successful speaking activities including learners talk a lot, participant in even, motivation is high, and language is of an acceptable level. Each characteristic as follow:

1. Learner talk a lot

Allocate as much as possible of the period to the activity is in fact occupied by learners' talk. This may seem obvious, but often most time is taken up with teachers's talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participant. It means that all students get a chance to speak and contribute to a fairly evenly distributed communication.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy.

2.3 Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan (2003) such as:

1. Consider about second and foreign language learning context.

Speaking is learned in two broad contexts: foreign language and second language situation. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). A second language (SL) context is one where the target

language the language of communication in the society (such as English in the UK or Spanish in Mexico).

2. Give the opportunities for the students to develop both fluency and accuracy.

Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.

3. Give the opportunity for the students to talk by using pair and group work.

Those activities are used to increase the time of students' speaking practice and to limit the teacher to talk.

4. Consider about the negotiating for meaning.

It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

5. Design the classroom activities that involve guidance and practice in both transactional and interactional speaking.

Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

2.4 Definition of Media

According to Heinichet *al*(2001), media is a communication tool. The word 'media' comes from Latin word that has meaning "beetwen," the term refers to anything that carries information between a source and a receiver. Reiser and Gagne (1983) states that media as a hardware, the device is used to deliver instruction. Using of media in teaching and learning is needed because the media as deliver message. In addition, Jalinus and Ambiyar (2016) states that the aims of media is facilitating the process of teaching and learning, so the students gain the maximum learning experience. Heinichet *al* (2001) states that Instructional media includes all the materials that an teacher might use to implement instruction and facilitate students' achievement of instructional objectives. It can be concluded, the media is a tool which helps learning and teaching process, conveys information, can provide a more effective concept of teaching.

2.5 Type of Media

There are so many instructional media used in teaching and learning. Vernon in Ruis *et al* (2009) state that there are six kinds of media:

1. Drawing or teacher mode drawings

This media can be constructed and supported the topic that is being thought. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2. Still pictures

This media can be shown into the real object or the events of outside the class. A still picture is a record or a copy of a real object or event that

may be longer or smaller than the real object or events, for examples:
photograph, bulletin board material, brochure, etc

3. Audio recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects.

4. Motion picture and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation.

5. Real object, simulation and models

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. Simulation is the replication of real situation that has been designed to be as near actual events or process as possible. A model is a replica of reality. It is often in scale and may be in miniature, exact size or an enlargement.

6. Programmed and computer-assisted instruction

Programs are the example of a computer-assisted instruction. Which are sequences of information which are designed to elicit predetermined response.

2.6 Teaching Speaking through Cartoon

According to Brown (2007), speaking is one of the most difficult aspects for students to master. Students should learn to understand about speaking. In

their daily activities, they should practice speaking. Beside, teachers have important role in teaching speaking to the students. Teachers should have good way to teach students in speaking class in order to help students understand the speaking subject.

To provide information to the classroom, teachers need media or tools to bring information, so the students can easily understand any information provided. There are many kinds of media that can be used in teaching learning especially teaching English speaking. Srinivasalu (2006) states teaching should not transform information from textbook to the students but it should make the students think critically and creatively.

According to Rasyid (2016), cartoon movie is one of the media that can be used in teaching speaking. Srinivasalu (2016) states that a cartoon is a kind of media which a teacher can provide joyful environment and make students to think differently and encourage something on their own.

There are three simple ideas that can be used with cartoon movie. Teacher can ask students to simply describing the cartoon, prepare and act out a conversation between the characters, the last two activities involve students interpretation and imagination about the content of the cartoon movie. According to Ricecited in Rasyid (2016), there are five techniques in teaching English by using cartoon movie; freeze frame, the silent viewing, the sound only, jigsaw, normal viewing. FurthemorePrayogi (2012) claimed that the students' speaking scores were improved after being taught by using cartoon movie.

2.7 Cartoon

According to Chiangton in Sahin (2016), cartoon comes from *latin* language “*charta*” which means paper because that era cartoon meant painting onto large textile curtains or drawing pattern or picture into mirrors and making mosaics. Based on Oxford dictionary cartoon is a simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one in a newspaper or magazine. Amrizal (2015) states a cartoon is a graphic media containing interpretative pictures using symbols to create a brief message and quickly change an attitude towards people, situations or specific events. Puspitasari *et al* (2012) states that cartoon movie is a kind of movie that series of drawing and tell a story or express a message either funny and serious and play in a television type screen. A cartoon belongs to the visual media in teaching, Sadirman cited in Amrizal (2015).

2.8 Kinds of CartoonMovie

Moreno (2014), states that cartoon movie defined into three, namely:

1. Traditional animation

Traditional animation (also known as hand-drawn animation, animation or classical animation) is an animation technique where all the frames used to create the illusion of motion are first drawn on paper and, consequently, done by hand.

2. Stop motion animation

Stop motion animation -or stop frame animation- is a cinematic process or technique used to make real-world objects appear as if they were moving. Those objects are physically manipulated and photographed every time after being moved between frames. When the sequence of images are displayed rapidly, the objects are “brought to life”.

3. Computer animation

Computer animation, also called CGI animation, is the technique used by generating animated images with computer graphics. Computer animation is broken down into two categories. Computer-assisted animation is when traditional animations are computerized. On the other hand, computer-generated animation is the one designed solely on the computer system using animation and 3D graphics software.